



Supplemental Trainer Materials

Principle 1 :: Table of Contents

ITEM	TITLE
1	Writing Principle 1 Frequently Asked Questions
2	Checklist: Writing Module Assignments
3	Video: ECR 3-5 Writing Module
4	CD: Writing Module Print Awareness Examples



Frequently Asked Questions

How many labels would be appropriate in the environment?

There is no correct answer for a number of labels. What is important is that there are meaningful examples of print in the environment. From a child's perspective, look around the classroom, home, center, etc. Are there words in view that a child can use for a meaningful purpose?

What is meaningful print to a child?

Print will be meaningful to a child if it helps the child make sense of the environment. Is the child's name on the cubby where he/she hangs a coat and backpack? Is there a label on the shelf where the child can return the scissors during clean up? Is there an exit sign near the door? Is there a daily schedule listed somewhere in the room? Is there a basket on the counter at home labeled "Mail?" Are the cereal boxes on the table for the child to see during breakfast? These are all examples of meaningful print. See Handout W-4, Structuring the Environment for Awareness of Print, for more examples.

Should bilingual labels be used?

Children can gain print awareness from any written language. It is important that children who are learning to read and write see words written in the language they speak. Additional written languages can be interspersed and become part of the diversity of the environment. For instance, if there is a poster on the door welcoming students, it might have words of welcome in many languages.



Writing Module Assignments

Please complete this form by listing the participant's first name and checking off assignments as completed.

Writing Module Assignments and Evaluation turned in